

Prince William County Public Schools

Dumfries Elementary

2025-2026 25-26 CIP Summary



Validation of Continuous Improvement Plan Date: August 8, 2025
Executive Cabinet Member: Kimberly Werle
Principal/Director: Erika Williams

Commitments

Commitment 1: Learning and Achievement for All

Division Objective:

1.1 PWCS will provide equitable opportunities for all students to achieve at high levels., 1.3 PWCS will prepare all staff members to support and challenge all students.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
Teach students to decode words, analyze word parts, and write and recognize words and routinely use a set of comprehension building practices to help students make sense of the text	100 % K-5 teachers will explicitly teach decoding skills to provide opportunities for student practice. 100% of K-5 teachers will use HQIM to ask questions and provide opportunities for students to respond orally using details from the text	70% of EL students and 50% of students with disabilities will pass the reading SOL. 60% of students with disabilities and 65% of ELL students will meet their HMH growth goal. 50% or less of students with disabilities will score in the high-risk band of VALLSS 35% or less of EL students will score in the high-risk band of VALLSS.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% or more of ELL students and 50% or more of SWD will pass the reading SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 65% of ELL students will meet their expected growth on HMH benchmarks.</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: 60% of students with disabilities will meet their expected growth on HMH benchmarks.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 35% or less of students with disabilities will score in the high risk band of VALLSS.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: 35% or less of ELL students will score in the high-risk band of VALLSS

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Impact Goal: 100% of K-5 teachers will explicitly teach decoding skills to provide opportunities for student practice.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Impact Goal: 100% of K-5 teachers will use HQIM to ask questions and provide opportunities for students to respond orally using details from the text .

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 80% of K-5 students with disabilities will use the correct feature taught during foundational skills on the weekly UFLI/HMH progress monitoring skill checks.

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal: 80% of K-5 EL students will use the correct feature taught during foundational skills on the weekly UFLI/HMH progress monitoring skill checks.

Impact/Implementation Goal 10 Details

Impact/Implementation Goal 10

Goal Type: Implementation Goal

Implementation Goal: 100% of 2-5 students with disabilities will respond correctly to 2 out of 3 collaborative discussion/turn and talk prompts on a weekly basis.

Impact/Implementation Goal 11 Details

Impact/Implementation Goal 11

Goal Type: Implementation Goal

Implementation Goal: 100% of 2-5 EL students will respond correctly to 2 out of 3 collaborative discussion 'display and engage' prompts on a weekly basis.

Commitment 1: Learning and Achievement for All

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.	K-5 teachers will use representations (CRA) during instructional delivery and provide students opportunities to engage in discourse. K-5 EL students and SWD will use the appropriate representation to solve problems	70% of EL students and 55% of students with disabilities will pass the math SOL. 70% or more of EL students scoring 70% or higher mastery & proficient on unit assessments 50% or more of students with disabilities scoring 70% or higher mastery & proficient on unit assessments

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% or more of ELL students and 55% or more of students with disabilities will pass the Math SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of EL students will score 70% or higher mastery and proficient on unit assessments.</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: 55% of students with disabilities will score 70% or better mastery and proficient on unit assessments.

Implementation Goal Review: Grade 5:

Unit 1 Overall (38%) SWD (24%)

Grade 4:

Unit 1 Overall (72%)

Grade 3:

Unit 1

Grade 2:

Unit 1 Overall (85%) SWD (60%)

Grade 1:

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will use representations (CRA) during instructional delivery and provide students opportunities to engage in discourse.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students with disabilities will use the appropriate tools/representation to solve problems

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 ELL students will use the appropriate tools/representation to solve problems

Commitment 1: Learning and Achievement for All

Theory of Action 3

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we plan and implement an inquiry-based model for science instruction	then teachers will design learning experiences that allow students to use the "Claim-Evidence-Reasoning" format which will allow students to justify their thinking through verbal and written tasks	which will lead to 75% of students, 70% of EL, and 60% of SWD passing the science SOL as measured by 75% of students, 70% of EL, and 60% of SWD passing end of unit science assessments

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% or more of students will pass the Science SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% or more of EL students and 60% or more of students with disabilities in grade 5 will pass the science SOL test</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of teachers will plan and deliver instruction using the 5E model to support experiential, inquiry-based student learning</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Impact Goal: 100% of students will write a reflection of their learning using vocabulary from the unit in the claim-evidence-reasoning model format (EB)

Commitment 2: Positive Climate and Culture

Division Objective:

2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all., 2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we discuss the importance of students attending school, monitor attendance plans of students who are chronically absent and recognize students who are attending school regularly	then school staff members will design individual interventions that address the needs of students and students will increase their attendance and availability for learning	which will lead to 10% or less of students identified as chronically absent.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Chronic absenteeism will be 10% or less.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of students who are identified as chronically absent will have attendance interventions that are monitored by the school's attendance team.</p>

Commitment 2: Positive Climate and Culture

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we consistently structure class meetings to authentically address students needs	students will know how to express themselves when they are having problems	a 4.20 mean score in social emotional learning on the Gallup survey by June 2026.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, we will have a 4.20 mean score or higher in social emotional learning on the Gallup survey</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% or better positive responses on quarterly school survey for 3rd-5th grade students</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of teachers will hold a weekly classroom meeting to teach social skills and authentically address student needs.</p>

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress., 3.3 PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we strengthen partnership with parents by enhancing communication, transparency and collaboration around academically challenging students in parent meetings and communications	families will have an understanding of how students are being academically challenged at Dumfries	a 4.2 or better rating in the Academic standards rating of the Gallup family and community survey as measured by families reporting 80% or higher positive response on the school survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, we will have a 4.2 or better rating in the Academic standards rating of the Gallup survey</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Impact Goal: 80% or higher positive response from families on the school survey related to academic standards (Dec)</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Dumfries will provide specific communication(strategies, materials, extensions)about how students are academically challenged in the weekly parent newsletter.</p>

Commitment 4: Organizational Coherence